



ARIZONA DEPARTMENT OF EDUCATION  
Tom Horne, Superintendent of Public Instruction  
LOCAL DIRECTORS MEETING  
November 28, 2007

8:30 am to 8:40 am	Welcome and Introductions	Milton Ericksen, Barbara Border
8:40 am to 9:00 am	Recent CTE Advisory Committee Recommendations <ul style="list-style-type: none"><li>› High School Graduation Requirements</li><li>› CTSO as Part of an Approved Program</li><li>› State CTE Placement Funding for Samplers</li></ul>	Barbara Border Jesse Ary Dennis Fiscus Helen Bootsma
9:00 am to 9:20 am	AZ Skill Standards Assessment System <ul style="list-style-type: none"><li>› Overview</li><li>› Commission</li><li>› Stakeholders</li></ul>	Dr. Maggie Mangini Barbara Border Carolyn Warner Milton Ericksen
9:20 am to 9:30 am	Perkins Five-Year State Plan	Helen Bootsma
9:30 am to 9:40 am	New Carl D. Perkins NOI Forms	Jan Brite
9:40 am to 9:50 am	State and Federal Timeline for 2008	Karlene Darby
9:50 am to 10:00 am	Break	All Attendees
10:00 am to 10:15 am	Breakout Sessions <ul style="list-style-type: none"><li>• North Region</li><li>• South Region</li><li>• East Region</li><li>• West Region</li></ul>	
10:15 am to 11:15 am	Reassemble in Main Room	All Attendees
11:15 am to 11:25 am	Reports: ACTE	Pam Ferguson
11:25 am to 11:35 am	ACOVA	Brenda Marietti
11:35 am to 12:00 pm	Other Business	
12:00 pm	Adjourn	

## State Funding for Sampler Placements is Discontinued

### Background:

The Arizona Department of Education CTE Section receives approximately \$9 million in the State CTE Block Grant for payment to districts with approved CTE programs. The funds are divided into two categories:

- 75% of the funds are paid to districts for 11<sup>th</sup> -12<sup>th</sup> grade enrollment in CTE courses.
- 25% of the funds are paid for each related CTE placement for **Concentrators** and **Samplers**. A Sampler is a student who completed one course in a program and is reported as a related placement the year following graduation. A Sampler currently earns 5% of the amount paid for a Placement.

### Recent Data:

Year	Amount funded	Number of Samplers	Payment for Sampler Placement	Payment for Concentrator Placement
2007 for 2008 funding	\$4,820.02	401	\$12.02	\$240.41
2006 for 2007 funding	\$10,557.00	782	\$13.50	\$270.01
2005 for 2006 funding	\$10,432.55	685	\$15.32	\$304.78

Several districts have had data problems reporting concentrators each year and the only way they could recoup any Placement dollars was to report students as Samplers. Many of the Samplers should have been Concentrators and each year as they get better at reporting Concentrators, the number of samplers will go down.

### Approved by State CTE Advisory Committee:

- Discontinue payment for placement of CTE Samplers reported after 2007. This is the last round of placement surveys for Samplers.
- New payment policy for Concentrators impacts surveys conducted on 2008 graduates.

### Rationale:

- Using Concentrators for placement is consistent with the Federal Placement Measure. Samplers are not included in any of the Federal Performance Measures
- Funding Placement for Concentrators reflects current research that CTE has the greatest impact when students have 2-3 Carnegie Units/credits in a CTE program.

## **FIVE-YEAR STATE PLAN PUBLIC HEARINGS**

### **BENSON**

Representative-\_\_\_\_\_  
\_\_\_\_\_

January 9<sup>th</sup>, 2007  
Benson Center, 1025 State Route 90  
Benson, AZ  
Contact: Judith Doerr, Director Curriculum, Learning & Assessment  
520- 515-5400  
DoerrJ@cochise.edu

### **FLAGSTAFF**

Representative-\_\_\_\_\_  
\_\_\_\_\_

January 10<sup>th</sup>, 2007  
Coconino Community College-Lone Tree Campus Board Rm. 20800 S. Lone Tree Rd.  
Flagstaff, AZ  
Contact: Ann Black, Grants Manager, Coconino Community College  
928-226-4319 - Phone  
ann.black@coconino.edu

### **TUCSON**

Representative-\_\_\_\_\_  
\_\_\_\_\_

January 14<sup>th</sup>, 2007  
Pima Community College-Downtown Campus, Amethyst Rm.  
1255 N. Stone Ave.  
Tucson, AZ  
Contact: Mary Jondrow, PhD., Director Pima and Santa Cruz Tech Prep Consortium  
520-623-5776  
mary.jondrow@schools.pima.gov

### **BULLHEAD CITY**

Representative-\_\_\_\_\_  
\_\_\_\_\_

January 15<sup>th</sup>, 2007  
Mohave High School Media Center, 2251 Hwy 95  
Bullhead City, AZ  
Contact: Judi Reed, Director of Student Services, Colorado River Union High School District  
928-788-1403  
jreed@cruhsd.org

### **GLENDALE**

Representative-\_\_\_\_\_  
\_\_\_\_\_

January 16<sup>th</sup>, 2007  
District Admn. Cntr. - 6330 W. Thunderbird Rd. Training Rms.  
Glendale, AZ  
Contact: Mary Gail-Grahm, PUSD Administrative Assistant  
623-486-6055

### **SHOW LOW**

Representative-\_\_\_\_\_  
\_\_\_\_\_

January 16<sup>th</sup>, 2007  
The Cougar Den, Show Low High School, 1201 North Cougar Lane  
Show Low, AZ  
Contact: Linda Lopeman, Vocational Director  
928-537-6210  
LindaL@show-low.k12.az.us

### **GILBERT**

Representative-\_\_\_\_\_  
\_\_\_\_\_

January 17<sup>th</sup>, 2007  
Bld. B Board Room, 140 S. Gilbert Road  
Gilbert, AZ  
Contact: Mark Hamilton, Vocational Coordinator, Gilbert Unified School District  
480-545-3826 ext: 200  
mark\_hamilton@gilbert.k12.az.us  
or  
J.D. Hurley, GUSD Administrative Assistant  
480-545-3826 X 201

### **CHINLE**

Representative-\_\_\_\_\_  
\_\_\_\_\_

January 22<sup>nd</sup>, 2007  
US Hwy 191 on Navajo Rt 7, Chinle High School Cafeteria Room 10  
Contact: Ms. Mary Ruth James-Goy, CTE Director Chinle High School  
928-674-9551  
email: maryruth\_goy@yahoo.com

## Student Definitions

### A. Secondary Level

**Participant –**

A secondary student who has earned one or more transcribed Carnegie Units/credits in any CTE program area in the reporting year.

**Concentrator – Pending additional Guidance from OVAE**

A secondary student who:

- (1) has transcribed three (3) or more Carnegie Units/credits in a State-recognized sequence for an approved Career and Technical Education program; OR
- (2) has transcribed two (2) Carnegie Units/credits in a State-recognized sequence for an approved Career and Technical Education program, but only in those program areas where two (2) Carnegie Units/credit sequences at the secondary level are recognized by the State.

In both cases the Carnegie Units/credits must be in a single Career Preparation program as outlined in the CTE Handbook.

### B. Postsecondary/Adult Level

**Participant –**

A postsecondary/adult student who has earned one or more transcribed credits in any CTE program area in the reporting year.

**Concentrator –**

A postsecondary/adult student who:

- (1) completes at least 12 transcribed academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree. In order to ensure that a student has established an occupational pathway, the student must complete at least 3 occupational courses within a given occupational program within a 2-year timeframe. OR
- (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, certificate, or a degree.

	<b>Performance Measure</b>	<b>SY 07-08 Level</b>	<b>SY 08-09 Level</b>	<b>What Does this Mean?</b>
1S1	Academic Attainment – Reading	OVAE Approved 48.6%	OVAE Approved 49.1 %	At the secondary level 49.1% of CTE Concentrators will pass AIMS reading Arizona Annual Measurable Objectives (Arizona AMO)
1S2	Academic Attainment – Mathematics	OVAE Approved 40%	OVAE Approved 40.5%	At the secondary level 40.5% of CTE Concentrators will pass AIMS math (Arizona AMO).
2S1	Technical Skill Attainment	Not required	60%	60% of the CTE Concentrators who complete the state-recognized sequence of courses within a program, and graduate from high school will take the assessment. 60% of test takers will pass the state adopted technical assessment. There will be a minimum of 16/70+ programs aligned with industry validated assessments/State credentialing or licensing exam in 2008-2009.
3S1	Secondary School Diploma or GED	Not required	76%	76% of CTE Concentrators will graduate from high school or earn a GED.
4S1	Student Graduation Rates	OVAE Approved 71%	OVAE Approved 76%	76% of CTE Concentrators will graduate from high school. This is the established AMO for school year 2008-2009.
5S1	Secondary Placement	Not required	50%	50% of CTE Concentrators will be placed in employment, military or training/postsecondary education.
6S1	Nontraditional Participation	Not required	21.5%	21.5% of the CTE participants in nontraditional programs will be nontraditional genders. ADE CTE will use a non traditional program list produced by OVAE.
6S2	Nontraditional Completion	Not required	10%	10% of the CTE program Concentrators who passed the assessment for nontraditional programs will be nontraditional genders. ADE CTE will use a nontraditional program list produced by OVAE.

1P1	Technical Skill Attainment	Not required	80%	80% of CTE Concentrators will take and pass a national, state, or local industry assessment. Each community college will identify those assessments that will be used in the indicator and will reach agreement with ADE CTE regarding inclusion in the indicators.
2P1	Industry Credential, Certificate or Degree	Not required	27.4%	27.4% of CTE Concentrators will complete courses within a defined program, and receive a degree, certificate, or industry-recognized credential
3P1	Student Retention or Transfer	Not required	67.4%	67.4% of postsecondary CTE Concentrators will return to their current 2-year institution or transfer to another 2- or 4-year institution and were enrolled the previous fall.
4P1	Student Placement	Not required	34.6%	34.6% of postsecondary CTE Concentrators are employed, or have entered the military or an apprenticeship program in the 2 <sup>nd</sup> quarter following departure from postsecondary education.
5P1	Nontraditional Participation	Not required	20.1%	20.1% of CTE participants enrolled in nontraditional programs will be nontraditional genders. ADE CTE will use a nontraditional program list produced by OVAE.
5P2	Nontraditional Completion	Not required	15.2%	15.2% of CTE Concentrators enrolled in nontraditional programs and complete the nontraditional program will be nontraditional genders. ADE CTE will use a nontraditional program list produced by OVAE.



December, 2007  
Issue 22



Arizona Department of Education  
Tom Horne, Superintendent of Public Instruction



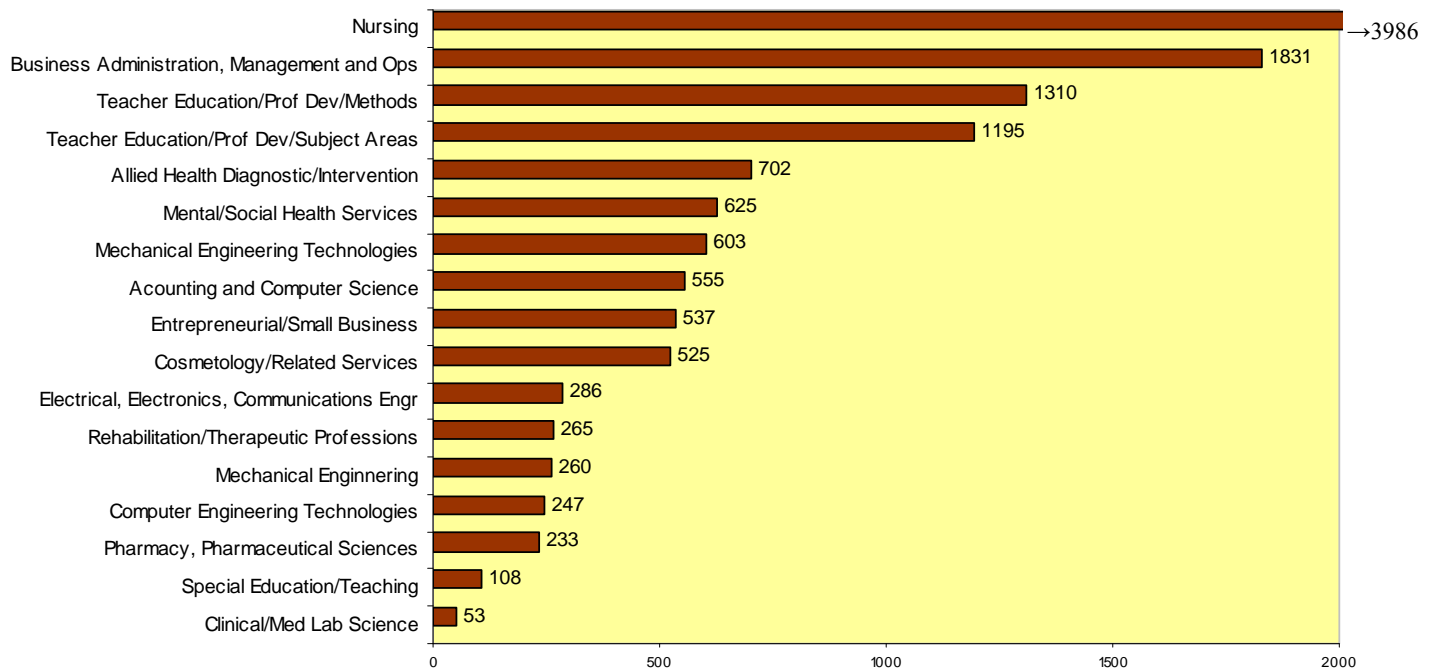
Educational Services and  
Resources Division

# CTE FACTS

**Vision** Ensure a dynamic workforce by fully developing every student's career and academic potential.

**Mission** Prepare Arizona students for workforce success and continuous learning.

## Projected Annual Shortages in Arizona Occupations, 2005-2025 (Annual Openings Minus Annual Degree Production)



Source: AZ Dept. of Economic Security; NCES, IPEDS Completions Surveys (2003-04 to 2005-06)

## Snapshot: Nanoscience Technician

Nanoscience is the study and application of systems at the molecular and atomic level (roughly 1 to 100 nanometers). The line of work involves imaging, measuring, modeling and manipulating matter at this level. According to the US Dept of Labor *Occupational Outlook Handbook* two years of specialized training or an AAS degree is required. In May 2004 the median hourly earnings ranged from \$28.46 for nuclear technicians to \$14.29 for agricultural and food science technicians. Geological and petroleum technicians: \$19.35. Health, environmental science and protection techs: \$16.99. Biological technicians earned on the average \$15.97 an hour. The National Science Foundation is forecasting one to two million trained nanoscience workers in the next decade. Regulations and workload require four to five technicians for every scientist or engineer.

**To Quote:** "All who have meditated on the art of governing mankind have been convinced that the fate of empires depends on the education of youth" - Aristotle

## Arizona's Economic Outlook<sup>1</sup>

- In 2003, the Greater Phoenix labor force totaled 1,712,300 – 95% total state employment and 92% total state non-farm employment.
- By 2020 the Hispanic population is projected to comprise 50% of the homegrown, entry-level labor pool in Phoenix and Tucson.
- By 2020, the total population of people age 60-plus will comprise 24% of the state's population.
- DES projects the state population to reach 7.3 million by 2020. More than 62% of the state's growth is anticipated to occur in Maricopa County alone.

## Georgia is 15<sup>th</sup> State to Adopt College- and Career-Ready Graduation Requirements for All Students<sup>2</sup>

Under the new Graduation Rule for Georgia all students will be required to have 4 years of Mathematics (including content through and beyond Algebra II) and 4 years of Science. State Superintendent Kathy Cox: "Regardless of what students are going to do after high school, they must have a strong core of classes in Mathematics.....and Science." The new rule eliminates the two distinct College Prep and Technology/Career Diplomas and holds ALL students to the higher standards.

### THE GREATER PHOENIX ECONOMIC COUNCIL HAS IDENTIFIED FIVE PRIORITY INDUSTRY CLUSTERS. THESE CLUSTERS WERE CHOSEN BASED ON EXISTING CONCENTRATION, POTENTIAL FOR EXPANSION AND ABILITY TO CREATE HIGH-WAGE JOBS:<sup>1</sup>

#### Aerospace and Aviation(Manufacturing)

- According to the Arizona Department of Transportation, aviation and aerospace is responsible for one of every five jobs in Arizona, directly and indirectly.
- From 1990 to 2000 the Aerospace Industry in Greater Phoenix grew from 45,859 to 54,745 jobs – representing 19% growth.

#### Bioscience

- In the past two years there has been a substantial need for new workers in the Arizona Bioscience sector, with most requiring a post secondary education. One of the many challenges Arizona faces in meeting this demand is the fact that most of its biology graduates **lack employable laboratory skills**.<sup>3</sup>
- In 2002, of the 6090 Bioscience positions identified in Arizona as high-demand/high growth over the next couple of years 21% were Medical Lab Tech positions and 25% were Manufacturing and Production positions.
- From 1990 to 2000 the Bioscience Industry in Greater Phoenix grew from 4,816 to 8,790 jobs – representing 83% growth.

#### Advanced Financial and Business Services

- An August 2003 report from DES indicated that there were 293,178 new jobs in this field in the year 2000. The average wage was \$37,108 and 40% of the positions were below the mean wage. It is estimated that by 2010 27,700 new jobs will be added to this sector.
- From 1990 to 2000 the Advanced Financial and Business Services Industry in Greater Phoenix grew from 82,519 to 140,763 jobs – representing 71% growth.

#### High-Tech

- In 2002, high-tech firms employed 58 out of every 1,000 private sector workers and earned an average wage of \$60,132.
- High-Tech is a target industry and priority for future area economic development planning in Avondale, Chandler, Gilbert, Mesa, Peoria, Phoenix, Scottsdale, Surprise and Tempe. The goal is 20,500 new jobs by 2010 (established 2002).
- From 1990 to 2000 the High-Tech Industry in Greater Phoenix grew from 50,030 to 60,158 jobs – representing 20% growth.

#### Software

- The Software Industry is targeted as a priority for future area economic development planning in Avondale, Chandler, Gilbert, Mesa, Peoria and Tempe. With a goal of 32,500 new jobs by 2010 (established 2002).
- From 1990 to 2000 the Software Industry in Greater Phoenix grew from 9,796 to 19,304 jobs – representing a 197% growth.



....Oops...in last month's CTE Facts Newsletter the Automotive Technologies and Graphic Communications headings in the dialogue box were accidentally reversed. Sorry about that!

Created by Steve Peterson, M.Ed., Career and Technical Education, [Steve.Peterson@azed.gov](mailto:Steve.Peterson@azed.gov). 602-542-5357.

<sup>1</sup>Maricopa Community Colleges, Center for Workforce Development. A Force that Works. [www.dist.maricopa.edu/workforce](http://www.dist.maricopa.edu/workforce)  
<sup>2</sup><http://www.achievethe.org>, October 2007.  
<sup>3</sup>Battelle Memorial Institute, 2002. Arizona's Bioscience Roadmap.



## **2008-2009 Notification of Intent for Comprehensive High School Process**

### **Instructions to submit a Notification of Intent to begin a new Career and Technical Education Program:**

1. Complete one form for each new program and new option for each site, even if the district is already offering the program at another site. **Please note: a NOI must be submitted for all new programs seeking Carl D. Perkins Basic Grant and State Block funds even if a JTED is submitting an “Application for Course Approval” for that program.**
2. Complete all blanks in the program information area and check the appropriate boxes. Be sure to include Option information if appropriate.
3. List planned sequence of courses with projected implementation date and projected enrollment. Identify the location where each course will be taught (high school campus, community college campus, JTED campus etc.)
4. Record instructor information if known, if unknown at the time of submission enter “To Be Determined.”
5. Secure required signatures. Please note, the superintendent’s signature is required on the form.
6. Submit completed NOI form with original signatures by **January 1, 2008** to:

Jan Brite, Director  
Career Pathways  
Career and Technical Education  
Arizona Department of Education  
1535 W. Jefferson, Bin #42  
Phoenix, AZ 85007  
Fax #: (602) 542-5334

7. Upon receipt of the NOI form, the assigned area State Supervisor will review within 90 days. If the NOI is complete and the program appears viable (requested components in place) the program will be approved to proceed for school year 2008-2009.
8. This “start-up year approval” will allow funding for one year.
9. The assigned State Supervisor will contact the district in the fall of 2008 or early 2009 to schedule a site visit to review the progress of the program and provide technical assistance if needed or requested.
10. By the end of year one (2008-2009 school year), if the program has met or exceeded all required components the program will be fully approved.
11. If all required components have not been met by the end of the first year, the program may continue for an additional year if along with the State Supervisor, the program develops and submits a detailed plan outlining how the deficiencies will be met during the next year.
12. By the end of year two, if all required components to grant full approval for the program have not been met the program will be designated as “unapproved” and will no longer be funded.

# NOTIFICATION OF INTENT FOR COMPREHENSIVE HIGH SCHOOLS RECEIVING PERKINS AND STATE PRIORITY FUNDS TO IMPLEMENT A NEW CAREER AND TECHNICAL EDUCATION PROGRAM—SCHOOL YEAR 2008-2009

## Program Information

Contact Person: \_\_\_\_\_ Email: \_\_\_\_\_ Phone: \_\_\_\_\_  
 School: \_\_\_\_\_ District: \_\_\_\_\_ CTDS: \_\_\_\_\_ Date: \_\_\_\_\_  
 Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_ Program Physical Location: \_\_\_\_\_  
 New Program Name: \_\_\_\_\_ CIP: \_\_\_\_\_ Option(s) Programs with Options must specify which option(s) will be taught (i.e. A, B, C, D): \_\_\_\_\_  
 Will this program replace an existing program? ☐ Yes ☐ No Non-Active Program Name: \_\_\_\_\_ Non-Active Program CIP: \_\_\_\_\_  
 Is this a JTED program? ☐ Yes ☐ No *If yes, the JTED Superintendent also will need to submit a "JTED Application for Course Approval"*  
 New Option for Existing Program? ☐ Yes ☐ No Program Name: \_\_\_\_\_ CIP: \_\_\_\_\_ New Option(s) (i.e. A, B, C, D): \_\_\_\_\_

**Check the appropriate boxes, indicating the following items will be developed/integrated into the program for 2008-2009 School Year:**

- ☐ Community assessment; data indicating opportunities for students for employment or continued training/education in this program.  
☐ Administrators, Parents, Community and local Business and Industry are involved in the development and maintenance of this program.  
☐ Sufficient enrollment, staff, equipment and facilities will be in place to implement this program. Required reports and data will be submitted.  
☐ Program Standards are actively utilized in the coherent sequence of courses with including integration of Academic Standards.  
☐ Students will be engaged in work-based learning experiences and/or activities.  
☐ CTSO will be integrated (check the appropriate box): ☐ DECA ☐ FBLA ☐ FCCLA ☐ FEA ☐ FFA ☐ HOSA ☐ SkillsUSA

## Planned Course Sequence

**Courses listed below must deliver the entire set of state-designated program competencies:**

Intended Grade Level	Course CIP per Handbook	Local Course Title	Implementation Date	Projected Enrollment	Physical location where course is taught (high school campus, com. college, etc)	Teacher Name	Appropriate VTE/ CTE Certification
Career Exploration (7-9)							<input type="checkbox"/> Yes <input type="checkbox"/> No
Career Preparation (9)							<input type="checkbox"/> Yes <input type="checkbox"/> No
Career Preparation (10)							<input type="checkbox"/> Yes <input type="checkbox"/> No
Career Preparation (11)							<input type="checkbox"/> Yes <input type="checkbox"/> No
Career Preparation (12)							<input type="checkbox"/> Yes <input type="checkbox"/> No

## Signature

Teacher / Department Chair: \_\_\_\_\_ Date: \_\_\_\_\_ School Principal: \_\_\_\_\_ Date: \_\_\_\_\_  
 Local CTE Director: \_\_\_\_\_ Date: \_\_\_\_\_ District Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

**Please Submit One Form For Each New Program and Option at Each Site – No Later Than January 1, 2008 – Fax: 602-542-5334**

**\*Please submit by deadline. If the school is unable to offer the program during the '08-'09 school year, please withdraw the NOI in the fall of 2008.**

# **Notification of Intent for Comprehensive High Schools**

***New CTE Programs  
FY 2008-2009***

# TOPICS FOR TODAY

- Purposes of NOIs
- NOI Process
- NOI Forms
- Program Approval Process

# PURPOSES OF NOIs

- Notifies CTE of the district's intent to start a new program or program option at a specified site
- Provides information that enables CTE Program Specialist to provide necessary support and technical assistance to help establish an approved program

# PURPOSES CONTINUED:

- Allows a process for districts to expend Perkins funds on new CTE programs
- Provides information to approve the new program or option for a “start-up” year
- Allows a “beginning date” to be assigned to the program. An established “beginning date” is crucial in allowing new programs two years to produce concentrators

# **NOI PROCESS:**

- **Complete one form for each new program or new option**
- **All programs expecting to utilize Perkins funds and generate State Block Grant funding must submit a NOI for Comprehensive High Schools even if they are a JTED program**

# **NOI PROCESS:**

- **Obtain all required signatures**
- **Meet the required due date of January 1, 2008**
- **Mail form to:**

**Career Pathways Director**

**Jan Brite**

**Arizona Department of Education**

**1535 W. Jefferson**

**Phoenix, AZ 85007**



# **PROGRAM APPROVAL PROCESS:**

- **If NOI is complete and the program appears to be viable (requested components submitted) the program can be approved for a “start up year”**

# **PROGRAM APPROVAL PROCESS:**

- **The “start up year” will allow funding for one year**
- **If by the end of year one, the program has met or exceeded all required components the program will be fully approved**

# **PROGRAM APPROVAL PROCESS:**

- **If all required components have not been met, the program may continue for an additional year if along with the State Supervisor, the program develops a detailed plan outlining how deficiencies will be met during the next year**
- **If by the end of the 2<sup>nd</sup> year, all required components have not been met, the program will be designated “unapproved” and no longer receive funding**

# NOI FORM:

- Form On CTE Website

<http://www.ade.az.gov/cte/whatsnew>